Inverclyde council

Report To:	Education & Communities Committee	Date:	07 March 2017
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/21/17/JB
Contact Officer:	Janice Boyd, Equalities Officer	Contact No:	01475 712853
Subject:	Education Equality Mainstreaming Report and Equality Outcomes		

1.0 PURPOSE

1.1 The purpose of this report is to provide Committee members with a set of draft Equality Outcomes and a Mainstreaming Report which are both required to be published by 30 April 2017 as part of our Education Authority legislative duties under the Equality Act 2010.

2.0 SUMMARY

2.1 An Education Focus Group produced the first draft set of Education Equality Outcomes in 2013. The groups consisted of one Depute Head Teacher, a secondary school teacher, 2 Primary Head Teachers and an early years member of staff, as well as representation from Psychological Services, CLD and the teacher trade unions.

2.2 Progress against these outcomes was originally reported as part of the Council's Mainstreaming Report published in 2015. Further progress is now reported as part of the attached Education Mainstreaming Report. It was considered that the outcomes were only partially completed and therefore it is proposed to continue with them although wording has been altered slightly to reflect the current educational curriculum.

2.3 The equality legislation requires the Education Mainstreaming Report, together with revised equality outcomes, to be published by 30 April 2017. However, in view of there being local elections in May this year, the Scottish Councils Equality Network and COSLA wrote a joint letter to the Equality and Human Rights Commission and the Scottish Government regarding the timescales involved for publication of the documents. The response is attached as Appendix 1 and advises:

"….local authorities should seek provisional sign off for their Mainstreaming Reports and future Equality Outcomes from the outgoing council, as per the timescales required to ensure publication by end April 2017.

The Commission has agreed to defer commencing its compliance checks for 4 – 6 weeks after the new council is in place to allow the incoming council time to consider the Mainstreaming Reports/Equality Outcomes, make any changes they feel are necessary and ratify the final version of their reports/outcomes."

2.4 The Corporate Equalities Group does not anticipate that it will be necessary to utilise the extended timescale for the mainstreaming report, as this is a report on progress that has been made towards previously agreed equality outcomes. The group further considers there is no reason to extend the timescale for approving the revised Education Equality Outcomes unless major amendments are proposed during the public consultation exercise which is scheduled to finish in the middle of March.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Education and Communities Committee:

    a. Approves the draft Education Authority Mainstreaming Report;

    b. Approves the draft Education Authority Equality Outcomes subject to no major amendments being proposed to the outcomes during the public consultation; and

    c. Agrees that final approval of the Education Authority Equality Outcomes is remitted to the incoming members of the Education and Communities Committee at the first meeting following the local elections in May, if major amendments are required following the public consultation exercise.

Wilma Bain
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

4.1 The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. The majority of the Act came into force on 1 October 2010.

Prior to the Equality Act 2010, there were 3 separate public sector equality duties covering race, disability and gender. The Equality Act 2010 replaced these with a new single public sector equality duty covering the protected characteristics of race, sex, disability, sexual orientation, religion and belief, age, gender reassignment, marriage and civil partnership and pregnancy and maternity.

The Equality Duty consists of a General Duty and Specific Duties. The purpose of the specific duties is to enable better performance of the general duty.

4.2 General Duty

The general duty came into effect on 5 April 2011 and has three aims. It requires listed public to have 'due regard' to the need to
   1. eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010
   2. advance equality of opportunity between people from different groups and
   3. foster good relationships between people from different groups.

Due regard means it is necessary to consciously consider the three aims of the general duty as part of the process of decision-making. Whilst there are many examples of work undertaken to tackle unlawful discrimination, the role of public bodies in advancing equality and fostering good relations is less developed. Greater emphasis requires to be placed on how we engage with people who may be experiencing barriers to accessing services or opportunities as a result of a lack of support or thought in relation to their particular requirements, eg a disability or pregnancy and maternity.

4.3 Specific Duties

Specific duties came into effect on 27 May 2012. The specific duties require public bodies to set specific measurable equality objectives and to publish information about their performance on equality, so that the public can hold them to account. All information must be published in a way that makes it easy for people to access it.

Public bodies covered by the specific duties must:

- set specific measurable equality objectives and publish information about their performance on equality
- publish sufficient information to show they have considered the three aims of the general duty across their functions
- publish evidence of equality analysis undertaken to establish whether their policies and practices would further, or have furthered, the three aims of the General Duty
- gather, use and publish employment information
- publish gender pay gap information
- publish an equal pay statement
- consider award criteria and conditions in public procurement

4.4 Under the specific duties, education authorities are required to publish their equality outcomes and mainstreaming report separately from their partner local authority. A copy of the draft equality outcomes is attached as Appendix 2 together with a list of actions proposed against each outcome (although this list is not exhaustive and can be added to as appropriate) and the draft mainstreaming report is included as Appendix 3.

A draft set of equality outcomes and associated mainstreaming report for Inverclyde Council will be presented for approval to the Policy and Resources Committee at its next meeting in March 2017.

4.5 The draft outcomes will be subject to community consultation through an online survey on Survey Monkey and at a series of locality meetings which are scheduled to take place late February/early March. If this results in changes being proposed, then these can be reported to the Education & Communities Committee following the local elections.

5.0 IMPLICATIONS

5.1 Financial Implications - One off Costs

Cost Centre	Budget Heading	Budget Year	Proposed Spend this Report	Virement From	Other Comments
n/a					

Financial Implications - Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (if applicable)	Other Comments
n/a					

5.2 **Human Resources**

There are no HR implications resulting from this report.

5.3 **Legal**

There are no legal implications resulting from this report, although failure to publish our equality outcomes and mainstreaming report in time could lead to action being taken against the Council.

5.4 **Equalities**: This paper aims to progress the Council's commitment to equalities and in doing so comply with the associated legislative requirements for the Education Authority.

Has an Equality Impact Assessment been carried out?

☐   YES (see attached appendix)

☒   NO - This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

5.5 **Repopulation**

There are no repopulation implications resulting from this report.

6.0 CONCLUSIONS

6.1 The Education and Communities Committee is asked to consider the draft Education Equality Outcomes and Mainstreaming Report attached as Appendix 2 and 3.

7.0 LIST OF BACKGROUND PAPERS

7.1 None.

Local Government and Communities Directorate
Equality, Human Rights and Third Sector Division

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Simon Cameron
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SCEN

21 December 2017

Dear James and Simon

Thank you for your letter of 8 December to myself and Alastair. I am responding on behalf of us both.

We have discussed your request with the Commission and agreed with them that local authorities should seek provisional sign off for their Mainstreaming Reports and future Equality Outcomes from the outgoing council, as per the timescales required to ensure publication by end April 2017.

The Commission has agreed to defer commencing their compliance checks for 4 – 6 weeks after the new council is in place to allow the incoming council time to consider the Mainstreaming Reports/Equality Outcomes, make any changes they feel are necessary and ratify the final version of their reports/outcomes.

The Commission will, however, be checking to ensure drafts have been published within the statutory timescales.

I hope you will agree that this approach provides the flexibility that you were seeking, while remaining consistent with the statutory obligations on public authorities.

ppYVONNE STRACHAN
Head of Equality, Human Rights & Third Sector Division

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Inverclyde Council – Education Equality Outcomes 2017-2021

No	Where do we want to be? (Outcome)	How will we get there? (Action)	How will we know? (Indicators/ Evidence)	Who is responsible?	Which protected characteristics will benefit?
Educ	All children and young people have the support that they need in relevant areas	• Continue training for appropriate staff on GIRFEC wellbeing assessments and the GIRFEC pathways model (initial training by 2018, ongoing training to 2021). • Continue to work with the national guidance from Scottish Government in order to implement the named person scheme (dates to be confirmed). • Continue to provide appropriate training and support for staff who are working with pupils who have a disability (ongoing). • Roll out and review the newly revised anti-bullying guidance and Positive Relationships Positive Behaviour policy for schools (by June 2017) • Collate and analyse anti-bullying returns for schools – identifying any trends or training needs (by 2018 and 2020)	• Support is provided through the Inverclyde GIRFEC Pathways model • Inverclyde is in a position to implement the named person service when appropriate. • Staff report that they have increased confidence to meet the diverse needs of learners in their schools. • Needs identified through the collation of data are acted upon swiftly and improvements put in place.	Education Services and HSCP	Disability, sex, sexual orientation, gender reassignment, race, religion or belief, pregnancy and maternity

No	Where do we want to be? (Outcome)	How will we get there? (Action)	How will we know? (Indicators/ Evidence)	Who is responsible?	Which protected characteristics will benefit?
Educ	Outcomes for all pupils are improved regardless of gender, ethnicity or any barriers to learning	• All schools will consider Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion from How Good is Our School? 4 as part of their self-evaluation process (by 2018) • Provide continuing professional development for staff to ensure that differentiated approaches to learning, teaching and assessment are used within the classroom to meet the needs of all learners (ongoing)	• Schools report that they are effectively ensuring wellbeing and equality through their annual Standards and Quality Reports. • School reviews show that teaching approaches are improved to meet the diverse needs of all pupils.	Education Services	Sex, race, disability, gender reassignment, pregnancy & maternity, religion & belief
Educ	All school communities recognise and respect people of diverse age, race, faith, gender, sexual orientation, disability and ethnic culture.	• Continue to deliver national and local initiatives that promote diversity (ongoing) • Continue to review and update the Health and Wellbeing and Personal and Social Education (PSE) curriculum delivered to pupils in schools. This includes the implementation and evaluation of the revised Sexual Health and Relationship Strategy in 2017/18	• This will be evidenced through an increased participation in initiatives such as Rights Respecting Schools etc. • All schools are confident in the delivery of equalities aspects of the Health and Wellbeing and PSE Curriculum.	Education services	Race, Religion or belief, sexual orientation,

Education Authority
Mainstreaming Report, Progress on Equality Outcomes and Equal Pay Report

2017

This document can be made available in other languages, large print, and audio format upon request.

Arabic

هذه الوثيقة متاحة أيضا بلغات أخرى والأحرف الطباعية الكبيرة وبطريقة سمعية عند الطلب.

Cantonese

本文件也可應要求，製作成其他語文或特大字體版本，也可製作成錄音帶。

Gaelic

Tha an sgrìobhainn seo cuideachd ri fhaotainn ann an cànanan eile, clò nas motha agus air teip ma tha sibh ga iarraidh.

Hindi

अनुरोध पर यह दस्तावेज़ अन्य भाषाओं में, बड़े अक्षरों की छपाई और सुनने वाले माध्यम पर भी उपलब्ध है

Mandarin

本文件也可应要求，制作成其它语文或特大字体版本，也可制作成录音带。

Polish

Dokument ten jest na życzenie udostępniany także w innych wersjach językowych, w dużym druku lub w formacie audio.

Punjabi

ਇਹ ਦਸਤਾਵੇਜ਼ ਹੋਰ ਭਾਸ਼ਾਵਾਂ ਵਿਚ, ਵੱਡੇ ਅੱਖਰਾਂ ਵਿਚ ਅਤੇ ਆਡੀਓ ਟੇਪ 'ਤੇ ਰਿਕਰਾਡ ਹੋਇਆ ਵੀ ਮੰਗ ਕੇ ਲਿਆ ਜਾ ਸਕਦਾ ਹੈ।

Urdu

درخواست پر یہ دستاویز دیگر زبانوں میں، بڑے حروف کی چھپائی اور سننے والے ذرائع پر بھی میسر ہے۔

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1. Introduction

Inverclyde Council believes in, and is committed to, the principle of equality of opportunity. The Council recognises its responsibilities as a community leader, service provider and employer to encourage the fair treatment of all individuals and to tackle social exclusion and inequality. It also recognises the benefits this brings to the community, the Council and its employees.

The vision for the Inverclyde area is 'Getting it Right for Every Child, Citizen and Community'. This means that the Council and its partners will work in partnership to create a confident, inclusive Inverclyde with safe and sustainable, healthy, nurtured communities, and a thriving, prosperous economy, with active citizens who are resilient, respected and responsible and able to make a positive contribution to the area. The eight local outcomes, which the Council has adopted as its core strategic outcomes are:

1. Inverclyde's population is stable with a good balance of socio-economic groups.

2. Communities are stronger, responsible and more able to identify, articulate and take action on their needs and aspirations to bring about an improvement in the quality of community life.

3. The area's economic regeneration is secured and economic activity in Inverclyde is increased, and skills development enables both those in work and those furthest from the labour market to realise their full potential.

4. The health of local people is improved, combating health inequality and promoting healthy lifestyles.

5. A positive culture change will have taken place in Inverclyde in attitudes to alcohol, resulting in fewer associated health problems, social problems and reduced crime rates.

6. A nurturing Inverclyde gives all our children and young people the best possible start in life.

7. All children, citizens and communities in Inverclyde play an active role in nurturing the environment to make the area a sustainable and desirable place to live and visit

8. Our public services are of high quality, continually improving, efficient and responsive to local people's needs.

There are also a series of wellbeing indicators, which the Inverclyde Alliance has adopted, and which have been adapted and expanded from 'Getting it Right for Every Child' covering the core areas of Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI).

These indicators are set out in the Single Outcome Agreement and are as follows:

Safe Protected from abuse, neglect or harm and supported when at risk. Enabled to understand and take responsibility for actions and choices. Having access to a safe environment to live and learn in.

Healthy Achieve high standards of physical and mental health and equality of access to suitable health care and protection, while being supported and encouraged to make healthy and safe choices.

Achieving Being supported and guided in lifelong learning. Having opportunities for the development of skills and knowledge to gain the highest standards of achievement in educational establishments, work, leisure or the community.

Nurtured Having a nurturing place to live and learn, and the opportunity to build positive relationships within a supporting and supported community.

Active Having opportunities to take part in activities and experiences in educational establishments and the community, which contribute to a healthy life, growth and development.

Respected & Responsible Respected and shared responsibilities. Citizens are involved in decision making and play an active role in improving the community.

Included Overcoming social, educational, health and economic inequalities and being valued as part of the community.

The delivery of outcomes across the Council should also take into consideration how they impact on the above wellbeing indicators.

Our Nurturing Inverclyde approach aims to get it right for every child, citizen and community, and this includes how we ensure that people with protected characteristics are safe, healthy, achieving, nurtured, active, respected, responsible and included. There are particular issues for those with protected characteristics within these wellbeing outcomes. For example, keeping people safe from hate crime, ensuring that leisure services are accessible and making sure that no-one is excluded from being a valued part of the communities of Inverclyde.

1.1 Our Legal Obligations

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. The majority of the Act came into force on 1 October 2010. Prior to the Equality Act 2010, there were three separate public sector equality duties covering race, disability and gender. The Equality Act 2010 replaced these with a new single public sector equality duty covering the protected characteristics of race, sex, disability, sexual orientation, religion and belief, age, gender reassignment, and pregnancy and maternity. The equality duty consists of a general duty and specific duties. The purpose of the specific

duties is to enable better performance of the general duty. The legislation also covers marriage and civil partnerships but only for the first aim of the general duty.

<u>General Duty</u>

The general duty came into effect on 5 April 2011 and has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people from different groups
- foster good relationships between people from different groups

Due regard means it is necessary to consciously consider the three aims of the general duty as part of the process of decision-making. Whilst there are many examples of work undertaken to tackle unlawful discrimination, the role of public bodies in advancing equality and fostering good relations is less developed. Greater emphasis requires to be placed on how we engage with people who may be experiencing barriers to accessing services or opportunities as a result of a lack of support or thought in relation to their particular requirements, eg a disability or pregnancy and maternity.

<u>Specific Duties</u>

Specific duties came into effect on 27 May 2012. The specific duties require public bodies to set specific measurable equality objectives and to publish information about their performance on equality, so that the public can hold them to account. All information must be published in a way that makes it easy for people to access it.

Public bodies covered by the specific duties must:

- set specific measurable equality objectives and publish information about their performance on equality
- publish sufficient information to show they have considered the three aims of the general duty across their functions
- publish evidence of equality analysis undertaken to establish whether their policies and practices would further, or have furthered the three aims of the General Duty
- gather, use and publish employment information
- publish gender pay gap information
- publish an equal pay statement
- consider award criteria and conditions in public procurement

1.2   Equalities Governance and Organisational Culture

The Equalities remit sits with the Head of Education within the Education, Communities and Organisational Development Directorate. The Corporate Equalities Group is chaired by the Head of Education and its terms of reference are to reinforce and progress the Council's commitment to equalities and in doing so comply with associated legislative requirements.

The role of the Corporate Equalities Group is to:

- drive the Council's commitment to equalities consistently across all services to ensure better equality outcomes
- ensure we are meeting our legislative duties as outlined in the Equality Act 2010
- establish a robust performance and planning framework for equalities

The focus of the Corporate Equalities Group meetings is primarily on understanding and ensuring compliance with the legislative duties arising from the Equality Act 2010. The Group also monitors progress against the published equality outcomes, facilitates support for staff directly involved in delivering the outcomes, and offers relevant services an opportunity to showcase work or projects that relate directly to one or more of the protected characteristics.

1.3   Supporting Education Services to Meet General Duty and Specific Duties

The Equalities Officer is located within Education Services but works alongside all directorates and services to help build capacity to effectively mainstream equality and diversity within Inverclyde Council.

Specific examples of interventions for Education Services have included:

- An option for refresher training for appropriate staff.
- Working alongside staff when conducting equality impact assessments to ensure that due regard is being considered appropriately
- Delivering general equalities training to a wide range of staff, including a session with all Heads of Educational Establishments
- Bringing in Nil by Mouth to deliver a series of training sessions on anti-sectarianism
- Extending an existing contract with Language Line to provide a telephone interpretation service with training for all relevant staff
- Providing support for individual cases where equality considerations may become a potential issue.

The legislation requires the Education Authority to publish its equality outcomes and mainstreaming report separately from its partnering local authority and this report is therefore a complementary report to the Inverclyde Council Mainstreaming Report.

2. Education Equality Outcomes

The Education Equality Outcomes were produced in 2013 by an Education Focus Group which consisted of one Depute Head Teacher, a secondary school teacher, 2 Primary Head Teachers and an early years member of staff, as well as representation from Psychological Services, CLD and the teacher trade unions.

Education Outcome 1 – All children and young people get the support that they need in relevant areas through the GIRFEC pathways model (changed from Staged Intervention and Assessment Process)

- Our support is provided to all children and young people using the GIRFEC pathways model

- Every learner may require additional help and support; this support need is identified by teaching staff and addressed through various interventions.
- Curriculum for Excellence (CfE) continues to allow curriculum flexibility to address the needs of the individual learner
- More Choices, More Chances Team continues to support schools to deliver Personal Learning Pathways which include aspects of curriculum flexibility, alternative curriculum choices and access to post-school positive destinations
- The curriculum pathway model supports schools and learning communities to identify appropriate support for young people at transition and in curriculum choices
- Every member of staff has had access to trained on the GIRFEC pathway including wellbeing assessments and the development of individual Child Plans
- Support for our most vulnerable learners continues to be provided through local provision (Lomond View and Craigmarloch)

Education Outcome 2 – All staff use equalities guidance to promote equal opportunities, fairness, good relations and positive attitudes to members of their community

- All schools continue to reflect the Equality Guidance in their School Values and Mission Statements
- Generally a greater understanding and awareness of Equality issues across education.
- Health and Wellbeing indicators are "responsibility of all" and embedded across the 3 – 18 curriculum
- The Health and Wellbeing School Survey/Student Questionnaire reported on in the last mainstreaming report has resulted in the second annual Clyde Conversations conference for young people and relevant partner agencies. Themes of workshops were chosen by young people and included teenage sexual health and LGBT+

Education Outcome 3 – All school communities recognise and respect people of diverse age, race, faith, gender, sexual orientation, disability and ethnic culture

- All schools have had equalities in their school development plans which has informed part of their standards and quality reporting process. This is now part of the mainstreaming reporting process for schools as they analyse self-evaluation.
- School Values and Mission/Vision statements reflect equality act
- Staff training / Professional Learning opportunities for all
- Health and Wellbeing covers many areas of Equalities and is the "responsibility of all"
- Secondary School - Mentors Against Violence Programme MVP
- Primary and Secondary Peer Support programmes
- Differing models of PSE delivered across all secondary schools –
- Reduction in number of complaints relating to equality issues
- Inverclyde continues to develop opportunities for schools to gain accreditation as Rights Respecting Schools. St Columba's was the first school in Scotland to gain a level 2 accreditation, and now has been joined by another 4 Inverclyde schools. Newark Nursery was the first early years establishment to gain the early years award and St Andrews was the first school to gain the award in

Gaelic. We are the first place in the world to run the RRSA within our residential units who have all gained their ROC (recognition of commitment) award and are all working towards level 1.
- Schools involved in International Education programmes such as our Malawi link programme, exploring and respecting other cultures and values
- Social Enterprise Programmes – ethical business
- Most schools engage in a number of charity projects often engaging the wider school community

3. Education Authority - Employee Profile

3.1   Headcount Information

For the purposes of this mainstreaming report the headcount figure which is used represents each unique individual who works for Education Services within Inverclyde Council. Some employees have more than one job within the organisation and therefore the headcount figure used here, and for the breakdown of protected characteristics, will be less than other figures which express the number of jobs within the Council.

3.2   Gender

It can be seen from the charts below that nearly 80% female staff are employed within the Education Authority which reflects the main roles within this sector, namely: teaching, catering and support staff.
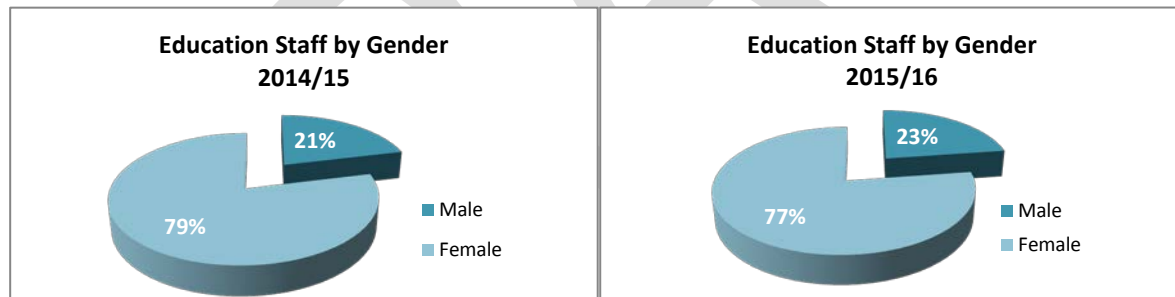
3.3   Age

Age Breakdown of Education Staff

Education Staff	2014/15		2015/16	
16 - 19 years	0	0.0%	0	0.0%
20 - 29 years	112	12.4%	116	14.0%
30 - 39 years	235	26.0%	226	27.3%
40 - 49 years	200	22.1%	206	24.8%
50 - 59 years	277	30.7%	227	27.4%
60 - 65 years	78	8.6%	53	6.4%
Over 65 years	<5	0.1%	<5	0.1%

The data shows that the age profile within Education is remaining relatively stable with the biggest change relating to the 50-59 years grouping. However, as with the Council age demographics as a whole, there is a noticeable decrease in the percentage of staff who are aged below 30. Research into this may be required to understand the potential reasons for this and to ascertain whether this is a longer-term trend that needs to be addressed.

3.4   Disability

Education Staff	2014/15		2015/16	
Disability	5	0.55%	6	0.72%
No disability	287	31.78%	309	37.27%
Prefer not to answer	<5	0.44%	<5	0.48%
Null / Blank	607	67.22%	510	61.52%

There is a small improvement in the disclosure figures for 2015/16, but it is marginal. It may be necessary to explore if there is anything that could be done to help staff feel more comfortable about disclosing their personal information. (This relates to disclosure of details relating to all protected characteristics and not just disability.)

3.5   Ethnicity

Education Staff				
Ethnicity	2014/15		2015/16	
White				
a. Scottish	262	29.01%	294	35.46%
b. English	9	1.00%	6	0.72%
c. Welsh	-		-	
d. Northern Irish	<5	0.44%	<5	0.36%
e. British	12	1.33%	10	1.21%
f. Irish	<5	0.44%	<5	0.12%
g. Gypsy / Traveller	-		-	
h. Eastern European	-		<5	0.12%
i. Other white ethnic group	<5	0.44%	<5	0.36%
Mixed or Multiple Ethnic Groups				
a. Any mixed or multiple ethnic group	<5	0.11%	<5	0.12%
Asian, Asian Scottish or Asian British				
a. Pakistani, Pakistani Scottish or Pakistani British	-		-	
b. Indian, Indian Scottish or Indian British	<5	0.11%	<5	0.24%
c. Bangladeshi, Bangladeshi Scottish or Bangladeshi British	-		-	
d. Chinese, Chinese Scottish or Chinese British	-		-	
e. Other Asian, Asian Scottish or Asian British	-		-	
African				
a. African, African Scottish or African British	-		-	
Caribbean or Black				
a. Caribbean, Caribbean Scottish or Caribbean British	-		-	
b. Black, Black Scottish or Black British	-		-	

c. Other Caribbean or Black	-		-	
Other Ethnic Group				
a. Arab	-		-	
b. Other	<5	0.11%	<5	0.12%
Prefer not to answer	<5	0.22%	<5	0.24%
Null / Blank	603	66.78%	505	60.92%

Disclosure of ethnicity has not been completed by more than half of the staff within the Education Authority and this will require further investigation to see if there is anything that can be done to improve the disclosure level.

3.6 Sexual Orientation

Education Staff

Sexual Orientation	2014/15		2015/16	
Lesbian, Gay or Bisexual	<5	0.11%	<5	0.48%
Heterosexual/Straight	202	22.37%	233	28.11%
Prefer not to answer	10	1.11%	10	1.21%
Null / Blank	690	76.41%	582	70.21%

The table above shows a marked improvement in disclosure since the last mainstreaming report reducing from 92.22% for "null/blank" in 2013/14 to 70.21% for 2015/16.

3.7 Religion and Belief

Education Staff

Religion or Belief	2014/15		2015/16	
Buddhist	2	0.22%	2	0.24%
Church of Scotland	49	5.43%	58	7.00%
Hindu	-		1	0.12%
Humanist	1	0.11%	-	
None	41	4.54%	54	6.51%
Other Christian	14	1.55%	15	1.81%
Other Religion	-		-	
Pagan	-		-	
Prefer not to answer	2	0.22%	6	0.72%
Roman Catholic	105	11.63%	110	13.27%
Sikh	-		-	
Null / Blank	689	76.30%	583	70.33%
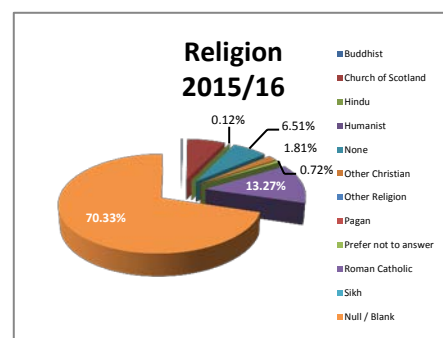
The disclosure rate for religion has increased marginally but consideration should be given as to possible methods to improve this further.

3.8   Marriage and Civil Partnership Status

Education Staff

Marriage/Civil Partnership	2014/15		2015/16	
Divorced / Separated	31	3.43%	29	3.50%
Living with Partner	26	2.88%	27	3.26%
Married / Civil Partnership	268	29.68%	261	31.48%
Single	102	11.30%	117	14.11%
Widowed	5	0.55%	<5	0.24%
Prefer not to answer	42	4.65%	40	4.83%
Null / Blank	429	47.51%	353	42.58%

4. Education Authority - Leavers

4.1   Gender

Leavers (Education)	2014/15		2015/16	
Male	10	13.33%	17	23.61%
Female	65	86.67%	55	76.39%

4.2   Age

Age Category - Education Leavers	2014/15		2015/16	
Under 20 years	-	-	-	-
20-29 years	11	14.67%	11	15.28%
30-39 years	9	12.00%	12	16.67%
40-49 years	<5	4.00%	<5	4.17%
50-59 years	27	36.00%	16	22.22%
60-65 years	24	32.00%	28	38.89%
Over 65 years	<5	1.33%	<5	2.78%

4.3   Disability

Disability - Education Leavers	2014/15		2015/16	
Disability	-	-	<5	1.39%
Not disabled	22	29.33%	25	34.72%
Prefer Not to Answer	-	-	-	-
Blanks	53	70.67%	46	63.89%

As can be seen from the above table, the level of non-disclosure for Education Leavers is extremely high, albeit there is a gradual improvement for 2015/16 when compared to 2014/15. It will be important to undertake a review of Education disclosures to see if it can be improved to reflect the levels within other Council services.

4.4   Ethnicity

Ethnicity - Education Leavers	2014/15		2015/16	
White				
a. Scottish	14	18.67%	20	27.78%
b. English	<5	1.33%	<5	2.78%
c. Welsh	-	-	-	-
d. Northern Irish	<5	1.33%	-	-
e. British	<5	2.67%	<5	1.39%
f. Irish	<5	2.67%	<5	1.39%
g. Gypsy / Traveller	-	-	-	-
h. Eastern European	-	-	-	-
i. Other white ethnic group	<5	2.67%	<5	1.39%
Mixed or Multiple Ethnic Groups				
a. Any mixed or multiple ethnic group	-	-	-	-
Asian, Asian Scottish or Asian British				
a. Pakistani, Pakistani Scottish or Pakistani British	-	-	-	-
b. Indian, Indian Scottish or Indian British	-	-	-	-
c. Bangladeshi, Bangladeshi Scottish or Bangladeshi British	-	-	-	-
d. Chinese, Chinese Scottish or Chinese British	-	-	-	-
e. Other Asian, Asian Scottish or Asian British	-	-	-	-
African				
a. African, African Scottish or African British	-	-	-	-
Caribbean or Black				
a. Caribbean, Caribbean Scottish or Caribbean British	-	-	-	-
b. Black, Black Scottish or Black British	-	-	-	-
c. Other Caribbean or Black	-	-	-	-
Other Ethnic Group				
a. Arab	-	-	-	-
b. Other	-	-	<5	1.39%
Prefer not to answer			-	
Null / Blank	53	70.67%	46	63.89%

4.5   Sexual Orientation

Education Leavers	2014/15		2015/16	
Lesbian, Gay or Bisexual	-	-	<5	1%
Heterosexual/Straight	13	17%	23	32%
Prefer not to answer	<5	1%	-	-
Null / Blank	61	81%	48	67%

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There is a high level of null/blanks for sexual orientation, but there is still a significant increase in reporting figures since the last mainstreaming report (90.15% null/blank in 2013/14).

4.6   Religion or Belief

Education Leavers	2014/15		2015/16	
Buddhist	-	-	-	-
Church of Scotland	<5	1.33%	6	8.33%
Hindu	-	-	-	-
Humanist	-	-	-	-
None	<5	2.67%	7	9.72%
Jewish	-	-	-	-
Muslim	-	-	-	-
Other Christian	<5	2.67%	-	-
Other Religion	-	-	-	-
Pagan	-	-	-	-
Roman Catholic	8	10.67%	11	15.28%
Sikh	-	-	-	-
Prefer not to answer	-	-	-	-
Null / Blank	62	82.67%	48	66.67%

As with sexual orientation, there is a high level of null/blank responses for religion or belief. As can be seen in the tables below, leavers appear to be more comfortable to disclose their marriage and civil partnership status than some other categories. Staff should never be made to feel pressurised to provide their personal details, but a "prefer not to answer" response would be preferable to a null/blank response.

4.7   Marriage and Civil Partnership Status

Marriage/Civil Partnership	2014/15		2015/16	
Divorced / Separated	<5	4.00%	<5	1.39%
Living with Partner	5	6.67%	5	6.94%
Married / Civil Partnership	14	18.67%	18	25.00%
Single	8	10.67%	12	16.67%
Widowed	<5	2.67%	-	-
Prefer not to answer	<5	2.67%	-	-
Null / Blank	41	54.67%	36	50.00%